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ABSTRACT

With emphasis on Canadian Indians, approximately 180 articles, books, research documents, films, newspapers, and periodicals are cited in this bibliography of resource materials for teachers of American Indian children. The 4 major categories represented by the materials are Indian education (background), cultural differences, history and anthropology, and curriculum. The citations, most with availability statements are followed by annotations and are coded by subject area. The coding system consists of 11 subject-area categories with some subdivision of categories. The purpose of the bibliography is to make teachers more aware of resource materials available to them. The resources cited were published between 1873 and 1969. (JH)

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ANNOTATED BIBLIOGRAPHY ON INDIAN EDUCATION

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ANNOTATED BIBLIOGRAPHY OF RESOURCE MATERIALS IN INDIAN EDUCATION

FOREWORD

The following is an annotated bibliography of resource materials available to teachers of Indian children. Articles, books, research documents, films, newspapers, and periodicals have been cited.

The bibliography generally includes four major categories: Indian Education (background for teachers), Cultural Differences and related material, Historical and Anthropological material, and Curriculum material.

The purpose of this bibliography is to make teachers more aware of the material that is available to them. It is not designed as a crutch. The inclusion of material is in no way to be interpreted as a stamp of approval. The quality varies.

I hope that individuals using this bibliography will find that it barely meets their needs and will supplement it with material from other sources, especially people.

I would like to thank Dr. Art More for sponsoring my research course. He has put up with more than can be imagined, given freely of his time, and has made numerous useful suggestions.

Vicki Green

RESOURCE CODE

This coding system is to help you find the particular resource materials available for your use. Numbers appear on the upper right hand corner, above the name of the book or article. For example: Normie's Moose Hunt, is classified 3a(3): Curriculum, Language Arts, Reading.

1. Anthropology
    a. North America
    b. Canada
    c. British Columbia

2. History
    a. North America
    b. Canada
    c. British Columbia

3. Curriculum
    a. Language Arts
        (1) Speech
        (2) Phonics
        (3) Reading
        (4) Writing
    b. Social Studies
    c. Mathematics
    d. Science
    e. Art
    f. Music

4. Indian Education General

5. Indian Education and Religion

6. Current Indian Information

7. Contemporary Indian Background Material for Teachers

8. Cultural Differences and Related Material

9. Films

10. Research Documents available from Education Research Information Center (ERIC): Must be ordered by individual "ED" number and mailed to: ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland, 20014.

11. Adult Education

6,7

Akwesasne Notes. Obtained from Jerry Gambill, Cornwall Island Reserve, Box 435 Rooseveltown, New York, 13683.

This newspaper is obtained by contributing money and newspaper clippings from your local paper. This paper offers source material about Indian people, their problems, and advanced solutions from all over North America. It consists mostly of reproductions of articles which have appeared in other newspapers and magazines, a great number of which are Canadian.

2a,b

Andrist, P.K. The Long Death: The Last Days of the Plains Indian. Toronto: Collier-Macmillan Ltd.

The story of the tragedy of the Indians who once roamed and hunted on the prairies of the United States and Canada. An interesting history of the Plains Indians. This book is suitable for grades 7-12.

8

Ashton-Warner, Sylvia. Teacher, Simon and Schuster, New York 1963.

This is an important book. Miss Ashton-Warner defines the necessary attitude of the teacher and gives a practical demonstration of an effective method of teaching. A book that is vivid, exciting and unpretentious.

2a,3a

Astrov, Margot. American Indian Prose and Poetry. Capricorn, 1962. Available through the U.B.C. main library - PM102 A8.

A broad anthology of good translations of the work of Indians of Peru, Mexico, and Central America as well as Canada and the U.S.A.

1c,3a,b

Barbeau, Marius. Tsimsyan Myths. National Museum of Canada, Bulletin #714, Anthropological Series No. 51. Queen's Printer, Ottawa, 1961.

A collection of myths that provide a base for many ideas that could lead to curriculum adaptation. There are twenty myths, some are illustrated with pictures of argillate work done by Haida carvers.

2b,8

The Beaver. Hudson's Bay Company, Winnipeg 1, Manitoba. Published Quarterly, $2.00 a year.

The Beaver magazine is an excellent source on early Canadian history, current northern events, and up to date recommended reading material.

10

Bernardoni, Louis C. and others. Successful Teacher Practices in the Teaching of Indian Youngsters. Arizona State Department of Public Instruction, Phoenix, 1961, 56p.

The Arizona Coordinating Council for Research in Indian Education requested that teachers summarize particular techniques, aids, and units effective with Indian children. This document is a compilation of those summaries. Techniques presented include developing primary grade creative writing, creating reading atmosphere and motivation, teaching vowel sounds through music, story telling, and dramatization, learning to speak English, learning poetry, using the library in supplemental reading, and phonics. Other techniques offered include those for developing motivation for word problems, building sight recognition of numbers and colors, developing science vocabulary, teaching non-English-speaking children, correlating art in the curriculum, developing arts and craft and teaching geography. Helpful ideas are presented for first-grade Navahos, including aids for enrichment, aids for arithmetic, sand painting, field trips, and a number of general teacher aids, special units on sanitation, baby animals, language through geography, cattle and total school adjustment to the first grades; plus a beginner's day program and an inter- intra-mural program are also included.

Berry, Brewton. The Education of the American Indian: A Survey of Literature Research Foundation, The Ohio State University, 1314 Kinnear Road, Columbus, Ohio, 43212. December 1968. Free.

This report is concerned with the educational status of the Indian. It is a 116-page survey of the literature on the education of the Indians in the United States. Some 1500 items were located and examined - books, articles, theses, and dissertations. Most of them were discarded, after a cursory reading, as having little or no permanent value. A bibliography containing 708 annotated items remained. This document gives the reader an overview of the research articles available in the area of Indian education. Well written.

1c,3b

Boas, Franz. Geographical Names of the Kwakuitl Indians. New York, 1934. Available from the U.B.C. Library, GN 2, C7 20.

Geographical nomenclature of the Kwakuitl Indians is discussed. The localization of the legendary history of the tribe is briefly described. A discussion of the language and its different uses precludes the intensive study. This is recommended for research purposes. It would, perhaps, be of some interest to one studying the Kwakuitl language, its origin, phonetics, and spelling.

1c,3a(1)(2)

Boas, Franz. Introduction to the Handbook of American Indian Languages. University of Nebraska, 1966. Available from the U.B.C. Library, E 51, U6 40 1-3.

A massive work completed by Boas in 1911. He has not attempted to give either an exhaustive grammar or exhaustive discussion of phonetics. The object of the whole work has been to describe as clearly as possible the psychological principles of each language which may be isolated by the analysis of gramatical forms. This work would be of some use to persons interested in languages. It is recommended as a reference.

2a,3a,b

Bodsworth, Fred. The Sparrows Fall. A Signet Book, The New American Library of Canada Limited, Toronto, Ontario, 1968.

The story of Jacob Atook, a member of an Indian tribe that hunts to live. A story of an individual's struggle with a threatening environment, a disruptive culture milieu and the demands of a foreign religion. A simple, moving book, descriptive of the North country.

4,7,8

Bradshaw, Thecla and Andre Renaud. The Indian Child and Education.

This booklet was written in 1966, copywright is pending. It was used in the Tillicum Kit issued by the Canadian Home and School and Parent Teacher Federation.

A penetrating and an authoritative approach toward this field of education It develops the educational objectives as expressed in Canada in terms of differences of Indian background. The ultimate question is "Here we are... Where do we go?" The booklet does not have the answers, but it expresses the difficulties that must be overcome to attain success. It develops an objective of exchange and interchange as opposed to integration. It supports ideas, concepts, and goals that are based on experience, understanding, and thought.

7,8

Brameld, Theodore. The Meeting of Educational and Anthropological Theory in Education and Culture. Edited by George D. Spindler. Holt, Rinehart and Winston, New York, 1963.

From the introduction; The book is divided into a logical sequence of three parts. Part 1 presents the scope of the problems comprised in the realized and potential relationships of anthropological concepts, methods, and data to education, and specifies the area of contribution of each of the subsequent chapters. Part 11 focuses on the educational process and implements many of the propositions about education in our own society (and how to study them) that are surveyed in the first section. Part 111 provides cross-cultural perspective by presenting analyses of education in non-Western cultural contexts. An editorial preview is given at the beginning of each part to clarify its purpose and that of each of the chapters comprising it.

10,11

Breese, E.J. Basic Education for Adults: "Curriculum Planning and Teacher Training". MA Thesis, 1969.

Purpose: To prepare a curriculum guide for adult literacy classes particularly for Indian and Metis groups.

Enquiries: Author, Technical and Trade Training Center, Department of Education, Avord Tower, Regina, Saskatchewan.

8

Brown, Ina. Understanding Other Cultures. Prentice, 1963. Available in the MAIN U.B.C. Library, GN 405, B 7.

This book was written for the general reader with little or no background in Anthropology. It is value orientated in the sense that it reflects a concern for the futherance of what has been called the human use of human beings. Chapter 7, page 95, "The System of Values" is particularly interesting as it examines different systems and problems that result from interpreting behavior through the understanding of one system.

4,8,11

Canadian Association for Adult Education, Adult Education in Canada. University of Toronto Press, Canada, 1960, 55pp.

A brief history and overview of the adult education movement in Canada. This book serves as a vehicle of general information for inquiries about the subject. Provides aims and objectives, descriptions of some ongoing programs, stresses vocabulary aspects of programs, use of nationally-owned public media and special topic courses through university and government. Methods, personnel, and financing are covered. Tables are not included. A bibliography is included.

6

Canadian Broadcasting Corporation, Indian Magazine. Post Office Box 500, Montreal, Quebec.

"Indian Magazine" is produced by John Barbarash and Johnny Yesno. The program is heard on the CBC Radio Network across the country on Saturday evenings. In British Columbia this program is heard on Monday. Check your program station for the time. "Indian Magazine" discusses issues of today, the weekly paper that is received free of charge, outlines the main issues expressed.

6,7

Canadian Corrections Association, Indians and the Law. Queen's Printer, 657 Granville Street, Vancouver, 1967, price $ .75.

This study was commissioned by the Department of Indian Affairs and Northern Development in 1964. It attempts to examine the law, and how it applies to and affects Indian people. It examines some of the inconsistencies, the differences, and in many cases the biases as the law applies to these people.

It provides some of the solutions to solving a very grave problem within our society. A problem that affects a minority group, 3% of the national average, yet over 50% are in our penal institutions.

4

The Canadian Home and School and Parent Teacher Federation, Presentation to the Minister of Citizenship and Immigration, 370 Dundas Street West, Toronto 2-B, March 1964.

This brief was presented to the department to urge the federal government as soon as possible to take action on the recommendations presented by a Joint Committee report. The recommendations dealt with the need for more Indian teachers, leadership training for Indian people, special training courses for non-Indian teachers intending to teach Indians be made available, and the development of Indian school boards take place. This brief is short but emphasizes the need for these programs to be implemented. Two letters from Kahn-Tineta Horn are available at the end of this presentation.

2b,3a,b,7

Canadian Jackdaw. Indians of Canada. 07016, C16. Clarke Irwin Co., P.O. Box 6137, Postal Station G, Vancouver 8, B.C., 1969. Price: $2.50. This can be obtained through Duthie's Book Store.

This is another depth study in a series published by Clarke Irwin. Copies of original papers, documents, and maps are included. There are a number of pictures also contained in this kit. A record of songs and opinion is an added feature of this depth study. Recommended.

3b,6

Canadian Public Issues Through Inquiry. Macmillan of Canada, 70 Bond St., Toronto, 205, Vol. 1, No. 1, October 1969.

This series recognizes a variety of controversial issues in Canadian society. This selection suggests analytical questions and an appropriate selection of source materials relevant to the Indian question. This type of critical examination allows students to articulate their own position and clarify individual values. Main sources are taken from newspapers across Canada.

3a,b,4,7

Cata, Juanita. The Navajo Social Studies Project. College of Education, University of Albuquerque, New Mexico. Obtained from the Bureau of Indian Affairs, Dept. of Interior, Washington, D.C. 1968. Price $3.15.

Aids the teacher in helping Navajo children view with insight their own unique culture and cultures about them. The pre-school unit, "When I Come to School" helps with the familiarization of the classroom situation.

1b

Chance, Norman A. The Eskimo of North Alaska. Holt, Rinehart and Winston, Toronto, 1966. Available at the U.B.C. Bookstore, Price $2.15.

This is a case study of the modern Eskimo. The people are both modern and traditional in their behavior, attitudes, and thinking. They are people whose technology is changing and whose social forms and beliefs are reforming along new lines. This study does not specifically deal with education but rather, on all aspects of Eskimo life.

2c,3a,b,4,7

Clutesi, George. Potlach. Gray's Publishing Ltd., Sidney, British Columbia, Canada, 1969. Price $5.95.

Many articles have been written by anthropologists pertaining to the Potlach. For the first time the potlatch, its true meaning, the tribal customs, the mysteries and the masks are described by a person who is an authority. George Clutesi, a member of the Tse-shaht on Vancouver Island, leads you inside the Long House and spreads before your eyes the vibrant spectacle of the Tloo-qwah-nah, the most magnificent form of Potlach.

2c,3a,b,7

Clutesi, George. Son of Raven Son of Deer. Fables of the Tse-shaht People. Gray's Publishing Ltd. Sidney, British Columbia, Canada, 1967.

"This series of Indian folklore tales will not be just another attempt to portray the past and the sometimes romantic aspects of a nearly forgotten culture of a once carefree, happy singing people. Instead, it will be an attempt to approach from the back door, as it were, to an apparently rich and cultured society. Quaint folklore tales were used widely to teach the young the many wonders of nature; the importance of all living things, no matter how small and insignificant; and particularly to acquaint him with the closeness of man to all animal, bird life and the creatures of the sea. The young were taught through the medium of the tales that there was a place in the sun for all living things."

1a,2a,7

Cohen, Felix S. Americanizing the White Man. A mimeograph, available through the Faculty of Education, Room 2410.

A very perceptive article. Mr. Cohen discusses the problems the Indian people have educating the dominant society. "...my people were Americans thousands of years before your people were. The question is not how you can Americanize us, but how can we Americanize you. We have been working for a long time. Sometimes, we are discouraged at the results. But we will keep trying."

2a,3b

Cooke, D.C. Tecumseh: Destiny's Warrior. COPP Clark Company Ltd.

The biography of the most extraordinary Indian in North America's history. If he had succeeded in his plans, he would have been the founder of an Indian empire which would have held large portions of North America as an independent Indian Nation. A very interesting, well-written book suitable for grades 7-12.

3a,(3)

Cowell, Vi. Normie's Moose Hunt, Normie's Goose Hunt. Copp Clark Publishing Co., Toronto, 1968. .75¢ paperback, $3,50 hardcover.

These two books were written by Mrs. Vi Cowell, a child psychologist at the Moosonee (Ontario) Nursery School, many of whom can only understand Cree. The stories, which grew out of the children's interest in the activities they watched on the river, are about Normie, a Cree Indian boy, and his family. Both books are generously and colorfully illustrated and have an easy-to-read text that would be suitable for children of grades one to three. Mrs. Cowell is to be commended for her work since there are not enough books for young readers on the present culture of Indian and Metis children.

3a,b,5

Craven, Margaret. I Heard the Owl Call My Name. Clarke, Irwin and Company Limited, Toronto, Vancouver, 1967.

The story is that of a young priest who is sent by his bishop to Kingcome Village, B.C. to minister to the Indians of the Tsawataineuk tribe. The priest is not aware that he has only three years to live, but the bishop is, and sends him where he will be able to live deeply the short time remaining to him. The book speaks of life and death, of union and disunion. Because of death there is sadness and because of life there is peace. The mood is soft-spoken, the story is memorable.

7

Currie, Walter. "Is the Canadian Indian Act 'Legislated Discrimination'? Human Relations. March 1968. pp. 10-12. A mimeograph paper available through office 2410, Faculty of Education, U.B.C.

An address by Walter Currie, Chairman, Committee on Education, Indian-Eskimo Association of Canada to the 19th Annual Conference of Commissions for Human Rights.

1a,2a,6

Deloria, Vine Jr. Custer Died for Your Sins. An Indian Manifesto. The Macmillan Company, Collier-Macmillan Limited, London, 1969. price $7.25.

This book is unique. A story of human waste, twisted legend and broken promises that have left the Indian the least understood citizen in the United States today. Deloria, speaking for a proud and angry people relates how it is. There are many things that he does not want. What he does want is what he was promised. He wants it NOW. He offers new hope for a disintegrating white society in return. A well-written book.

6

Department of Indian Affairs and Northern Development, British Columbia and Yukon Newsletter. "Newsletter" Indian Affairs Branch, 303-325 Granville Street, Vancouver 2, B.C.

This paper is published in Vancouver by the regional office for the use of Indian people, for the free expression of views, and for communication between people.

2b

Department of Indian Affairs and Northern Development. The Canadian Indian. Indian Affairs Branch, Ottawa, 1966.

This reference paper outlines Indian treaties made before and after confederation. It discusses the legal status of Indian people, self-government, finances, education, social welfare, and economic development. Recommended for background material to stimulate discussion.

4,5

Department of Indian Affairs and Northern Development, The Canadian Superintendent, The Education of Indian Children in Canada. The Ryerson Press, Toronto, 1965. Available from the U.B.C. Library, LC2629 C35 1965.

This book explains how and why the federal government became involved in the field of Indian education. It explains the role the government has played in developing this field. The philosophies of government education are outlined.

2c

Department of Indian Affairs and Northern Development. Indians of British Columbia. Queen's Printer, 1967. Available from 657 Granville Street, Vancouver.

This is a short historical review of British Columbia from contact to present day. The main centers of interest are early missionaries, education and economic development. This is a very sparce coverage of this particular interest, but it provides one with a general background. Unfortunately, the bibliography is such that many of the materials are government publications themselves. It supplies the minimum background material with hope that further study will develop the topics listed.

4

Department of Indian Affairs and Northern Development. Indian Education, Queen's Printer, 1964. Available from the Queen's Printer, 657 Granville Street, Vancouver.

This booklet outlines some of the difficulties and successes that have taken place within the field of education. It expresses a concern that much more awareness, must be developed within this field. It explains some of the factors involved that must be encouraged at all levels of education if progress is to be made. The picture presented is indeed, very positive.

4

Department of Indian Affairs and Northern Development, Education Division, Indian and Eskimo Education. University of Alberta, July-August 1956.

Available through the U.B.C. Library, LC2629, C2.

The mistakes, misconceptions, and attitudes of educators are presented in the content of this book. No provision has been made to adapt curriculum, methods, and the structure of the school to meet the needs of Indian children.

6

Department of Indian Affairs and Northern Development, The Indian News. Ottawa, Ontario.

A monthly newsletter published by the Department for free distribution to Canadian Indians and interested people.

2b,5,7

Department of Indian Affairs and Northern Development. Indians of Quebec and the Maritime Provinces. Queen's Printer, 1967. Available from 657 Granville Street, Vancouver.

This is an historical review of Quebec and the Maritime Provinces from the point of contact to the present day. It is very similar to the position taken by previous social studies textbooks.

2b,5,7

Department of Indian Affairs and Northern Development. Indians of Yukon and Northwest Territories. Queen's Printer, 1967. Available from 657 Granville Street, Vancouver.

This booklet provides a sparce overview for background material on Indian people in the Yukon and Northwest Territories. It outlines the seven Athapaskan dialectal groups living north of the 60th parallel. The booklet develops some of the "pre-history", "explorers and traders", pre-war years, war years, and post-war years. It discusses missions, education and present conditions.

4,6,7

Department of Indian Affairs and Northern Development. Intercom. Queen's Printer, October 1968. Available from 657 Granville Street, Vancouver.

In this issue of "Intercom" are stories and pictures which illustrate the federal government's education facilities in the Arctic. These stories include orientation courses for new teachers, teacher programs, and adult education programs.

6;7

Department of Indian Affairs and Northern Development, North Magazine, a bi-monthly publication produced by Queen's Printer, 657 Granville Street, Vancouver, B.C. Price: 50¢.

This journal seeks to provide information and opinions about the North. The views expressed are not necessarily those held by the department of Indian Affairs and Northern Development, or indeed by anyone beyond the author. This magazine is well illustrated and provides insight into many issues taking place today.

6,7

Department of Indian Affairs and Northern Development. Statement of the Government of Canada on Indian Policy, 1969.

This is the "white paper policy" presented to the First Session of the Twenty-eighth Parliament by the Honourable Jean Chretien, Minister of Indian Affairs and Northern Development. This policy paper outlines the proposed action to be taken by the federal government in regard to Canadian Indian peoples. There is much controversy about this policy, and therefore, one is recommended to read this and related material.

4

Department of Indian Affairs and Northern Development. Vocational Opportunity and the Canadian Indian. Queen's Printer, Ottawa, 1966.

Available from 657 Granville Street, Vancouver.

"This twelve page booklet was prepared for the guidance and information of the Indian student, his parents, and others involved in the education of Indian youth. This booklet is an attempt to let students know what educational opportunities are available to them and how to make use of these opportunities."

10,11

Dickinson, Gary. An Analytical Survey of the Pemberton Valley in B.C. with Special Reference to Adult Education. Doctoral Thesis, U.B.C. Library, 1969.

Identification of those characteristics of the community and its residents which may influence participation in adult education.

1a,2a,6,7

Driver, H.E., and Massey, W.C. "Comparative Studies of North American Indians" Transactions of the American Philosophical Society. Vol. 47, Part 2.

Philadelphia: The American Philosophical Society, Independence Square.

Grades 9-12.

A definite work on the following areas of Indian life in North America: Subsistence, Material Culture, Economics, Social Organization. Invaluable for high school students.

1c,7

Drucker, Philip. Cultures of the North Pacific Coast. Chandlier Publishing Company, 124 Spear Street, San Francisco, California, 94105; 1965.

Available at U.B.C. Bookstore.

In this book, Drucker describrs a culture area, its boundaries and prominant features. Because people who lives in constituent groups had no name for the whole region; Northwest Coast. A culture area is somewhat artificially created by the Anthropologist. This book offers knowledgeable resource materialof the area. It covers such topics as: Economy and Technology in pre-contact times, Social and Political Organizations, Religion and Ritual, Population and Culture Sub-divisions, and major tribes in the area.

1c,2c,3b,7

Duff, Wilson. The Indian History of British Columbia. Vol. 1. The Impact of the White Man. Anthropology in British Columbia, Memoir No. 5, Provincial Museum of British Columbia, Victoria, B.C. 1964.

This volume covers the post-contact or historic period, roughly the past two centuries. It offers detailed classification of Indian tribes and bands of the province, a summary of their population trends from early historic times to the present, and an account of the changes which have taken place in the Indian way of life since the arrival and settlement of Europeans. This book is an excellent source for background material.

8

Ehlers, Henry and Lee, Gordon C. Crucial Issues in Education, Fourth Edition. New York, Holt, Rinehart and Winston, 1969.

Because of what has been the difficulty of access of materials on cross-cultural education in a Canadian context and the nearness of the United States many people have turned to sources from South of the border. The four editions of the well-known "Crucial Issues in Education" contain much of indirect relevance, particularly the more general articles on culture and education. A recent article by Allison Davis (included in this Fourth Edition of "Crusial Issues") is a case in point, indicating as it does the difficulties inherent in effortsat cross-cultural education by formal social agencies.

4

Extension Department, U.B.C., The Indian Child and His Education. Proceedings of the Conference August 28 - September 1, 1967. $2.00

This book best outlines the direction that has been taken in the field of Indian Education. Articles within the text express the opinions and points of view of leading anthropologists, educators, Indian Affairs personnel and interested people throughout British Columbia.

1a,2a,8

Farb, Peter. Man's Rise to Civilization As Shown by the Indians of North America From Primeval Times to the Coming of the Industrial State. E.P. Dutton and Co., Inc., New York, 1968.

"Mr. Farb uses the contrasting customs of North American Indian tribes to explain the evolution of man as a social being- his relationships with his family and kin groups, his religions and his political institutions. A very good general book about the Indians of North America." The above quote appears on the jacket of the book.

The following quotation appears from "Custer Died for Your Sins" written by Vine Deloria, Jr. "It exemplifies all the sacred innuendos by which Indians have been hidden from view over the years. The unexamined premises under which the book was written are many and the book will merely serve to reinforce existing stereotypes concerning Indians which have been so detrimental for years. ... very detrimental to Indian people." p. 96.

1,2

Field, Thomas W. An Essay Toward an Indian Bibliography Relating to the History, Antiquities, Languages, Customs, Religion, Wars, Literature, and of the American Indians. Scribner Armstrong and Co., New York, 1873, reprinted, Longs College Book Company, 1951. ZE 77 F 54.

A collection of books, essays, papers and treatise encompasses this massive work. Any works of fiction, poetry, or incidents of personal experience, traditions, or legends are also annotated. More than 2,500 separate works and 1200 essays have been catalogued. Reference book for any interest in early Anthropology or History.

3a,b,6,7

First Citizen, The. P.O. Box 760, Terminal A, Vancouver 1, B.C. A bi-monthly publication. One year subscription - $7.50.

This newspaper is non-partisan in that it represents no group or organization in the province or country. It is madeavailable to help express individual opinions concerning Indian and non-Indian people.

This paper is a clear attempt to provide an environment in which cultural exchange can be generated, and through your own efforts continued. This paper is strongly recommended.

1c,2c,33,3b

Ford, Clellan S. Smoke From Their Fires. The Life of a Kwakiutl Chief. The Institute of Human Relations. Yale University Press, New Haven, 1941.

The introduction explains the "anthropology" of the Kwakiutl life cycle to help equate the autobiographical account by Charles James Nowell. The reader is involved in a moving story. A book well written. Available from the main library U.B.C. E90, K85 N6.

8

Frankena, W.K. Philosophy of Education, New York, Macmillan, 1965. (introduction)

Hare, R.M. The Language of Morals (Ch. IV) Oxford. Clarendon Press, 1952.

Anyone involved in formulating policy, and especially educational policy, is necessarily involved in the process of justifying certain proposals. Each of these references presents a brief and cogent account of what is involved in justifying actions or policies. Roughly, what one must do in justifying a policy is to take into consideration certain principles (e.g. the principle of justice) and certain facts (e.g. that while people display marked individual differences, they also have many characteristics in common.) These references could provide a good starting point for anyone interested in proposing and justifying educational policies for or by Indian people.

10

French, Doris. Indian Residential Schools. A Research Study of the Child Care Programs of Nine Residential Schools in Saskatchewan. Canadian Welfare Council, Ottawa, Ontario, 1967, 210 p. ED 027 989

The Department of Indian Affairs and Northern Development commissioned this study by the Canadian Welfare Council to examine child care programs in residential schools relative to their effect on the adaptation (present and projected) and adjustment of Indian students. Specific research variables were: the institution, which was subdivided into factors or physical conditions, methods of discipline, program, and administration; adaptation, with regard to the dominant culture and the reservation Indian culture; and adjustment, measured in terms of attitudes and aspirations. The sample was selected from Indian children in grades 5-12 in the 9 residential schools in Sask. It was found that (1) admissions procedures throughout the schools were far from standardized, (2) the personal adjustment of the Indian children was below normal, (3) the schools uniformly failed to meet the needs of each individual student, (4) the schools have become isolated from the reserves they serve, (5) there existed no systematic evaluation of the overall program of the residential schools, and (6) there was a definite need for a manual of personnel policiesand practices. Extensive recommendations are included. This document is also available for $2.75 from the Canadian Welfare Council, 55 Parkdale Ave., Ottawa 3, Ontario, Canada.

4

Gallagher, James J. An Annotated Bibliography of Anthropological Materials for High School Use. Macmillan, 1966.

Pages 112-125 deal with the Indians of the United States and Canada.

Galloway, C., Mckelson, N. and Burchfield D., University of Victoria, Faculty of Education. Orientation, Pre-School, and Pre-Kindergarten Summer Programme for Indian Children. Educational Research Institute of British Columbia, Board of Trade Tower, 1177 West Hastings Street, Vancouver 1, B.C. price: $1.75 (1968)

This is a report of a four-week program at the University of Victoria for Indian children from four reserves on Southern Vancouver Island. Emphasis was on developing verbalization skills and analysis, synthesis and evaluation of information in the cognitive domain; on receiving and attending to relevant stimuli developing self-confidence and increasing interest in books and reading in the affective domain; improving perceptual and motor skills in the psychomotor domain. The program is an excellent example of the development and use of instructional objectives, use of teacher aids, and in developing verbalization abilities. Limitation: Changing children for the system and not the system for the children.

2b,3b,7

Gambill, Jerry. How Democracy Came to St. Regis. Dominion Archives of Canada. Ottawa. March 1968.

This is a seventeen page paper. It is in response to the amount of talk the government has been doing lately regarding self-government and self-reliance for the Indians of Canada. None of this is new. Gambill traces the history of a foreign system of government since 1884. This is a story about how a traditional form of government which had served the people well for generations and was replaced with something the government called democracy. Hereditary chiefs were replaced by elected chiefs. But what happened when the Indians elected the wrong people? A letter from an agent to a Superintendent of Indian Affairs 1888 explains. "...there would appear to be nothing in the law to prevent Culbertson from offering himself as a candidate, but the Department would, of course, reserve to itself the right to allow or disallow his election would he succeed in obtaining the largest number of votes..."

1c,2c,3b,7

Garfield, Viola E. and Wingert, Paul S. The Tsimshian Indians and Their Arts. University of Washington Press, Seattle and London.

The principal literature describes clan and lineage legends illustrated on totem pole carvings. These legends give evidence of intimate contact with Athapascan and extensive borrowing from them. Three elements of Tsimshian culture set them off most distinctly from their neighbours. This book is clearly written and easily read, unfortunately, it lacks historical depth.

8

Gephart, W.J. and Antonopolos, DP. "The Effects of Expectancy and Other Research-Biasing Factors" Phi Delta Kappan, L, No. 10, June, 1969 pp. 579/83. A mimeograph copy available through office 2410, Faculty of Education, U.B.C.

"Well-publicized research by Rosenthal and Jacobson has convinced the reading public that teachers' expectations regarding the intellectual performance of children leads to actual and significant change in performance. Other researchers are now seriously questioning some of the Rosenthal-Jacobson work:

What are the factors which bias such research? What is meant by demand characteristics, the Hawthorne effect, the halo effect, the placebo effect? This article clarifies these concepts and puts the Rosenthal-Jacobson reports in perspective.

2b,3a,b,3,6,7

Gooderham, Kent (editor). I Am An Indian. J.M. Dent and Sons (Canada) Limited, Toronto, 1969.

This book attempts a brief glimpse into the ever-changing living patterns of the Indians of Canada. It is a book written by men and women who are called Indians but think of themselves as Sioux or Salish, Ojibway or Delaware. The book is clearly written and well-organized. A book that offers a rich experience to anyone who reads it. Excellent.

4,7

Gooderham, Kent. Department of Indian Affairs and Northern Development. Indian Education. A paper presented at the Kamloops Conference. Available from School District #24, Kamloops; Learning Resources Centre, 448 6th Avenue, Kamloops, B.C.

Mr. Gooderham discusses many of the problems that educators are having to face in the field of Cross-Cultural Education. He examines many of the misconceptions held by educators in the past and urges that those held today be overcome through various programs of education. He outlines programs at the university level across Canada that are seeking to meet this need. He examines the need for improved curricula and relates the activities that are taking place throughout this country. Attention is given to the need for more highly trained teachers and for more community participation.

10

Goucher, A.C. The Dropout Problem Among Indian and Metis Students. Dome Petroleum Teaching Fellowship, Dome Petroleum Limited, 706-7th Ave. S.W., Calgary 2, Alberta, 1968.

The primary purpose of this study was to examine the dropout problem of the Frontier School Division No. 48 in Manitoba. The district is one of the largest areas covered by one district in Canada. The school is a residential high school with an approximate enrolment of two hundred students. The study includes both teacher and student questionnaires. Available from the BCTF Resource Library.

3

Gray, W.S. The Teaching of Reading and Writing. UNESCO, Printed in Switzerland, 1963.

This book is an attempt to review prevailing practises, to evaluate on the evidence available, the efficacy of methods being employed and to sum up, in a form convenient to educators and administrators, the results of research and experience which have made significant contributions to this subject.

1,3,7

Greenberg, J.H. Anthropological Linguistics. Random House, New York, 1968. Price: $4.35.

This book is directed at helping undergraduate and graduate students in the earlier stages of their linguistic training to gain a preliminary notion of the basic nature and goals of the discipline. This book is recommended as it is felt linguistics has an important role in the teaching of reading.

1c,3a,b

Gunn, S.W.A. Totem Poles of British Columbia; Series 1-3. Stanley Park, Kwakiutl House and Totem Poles, Haida Totems.

Whiterocks Publications 1966. Available from Harry Smith and Sons, 1150 Homer Street, Vancouver 3, B.C. Each booklet $.95.

This series is adequately illustrated and descriptive of the historic Totem Poles of the Northwest Coast. The significance of these poles and the meaning they had for the people is described in this series.

1c,2c,3a,b,3,7

Harris, Christie. Raven's Cry. McClelland and Stewart Limited, Toronto and Montreal, 1966.

Of this book, Wilson Duff says: "I have done considerable work with the Haida and their history, to the point where I am almost ready to publish a museum handbook on the tribe. Mrs. Harris absorbed all my knowledge, then undertook further research both in the archives and in the field, to get the historical facts. The book is shaping up to be one of the best studies of culture contact from the natives' point of view. And what she says about Haida art in the hands of the genius Charles Edenshaw (and also in the hands of Bill Reid today) is no figment of her imagination. She has simply got herself one of the outstanding 'stories' of this part of the continent."

8

Havighurst, Robert J. Comparative Perspectives on Education. Little, Brown, and Company, Boston 1968.

This book will help people understand education as it is conducted in a variety of societies. This is a book of readings that describes the broad structure of educational systems. It does not go into detail about teaching method, examinations, or curriculum content. There are twelve categories: The Hopi Indians, France, Soviet Union, Japan, Brazil, China, Ghana, Tudor England, South Africa, New Zealand, A Muslim Village in the Sudan, and The Netherlands.

1b,2b,3a,b,4,5,6,7,8

Hawthorn, H.B. (Editor). A Survey of the Contemporary Indians of Canada. Indian Affairs Branch, Ottawa, Vol. one, October 1966. Available from Queen's Printer, Ottawa, Canada. $4.00.

The principle authors of volume one are H.A.C. Cairns, S.M. Jamieson, and K. Lysyk. The University of British Columbia was asked to undertake, in conjunction with scholars in other universities, a study of the social, educational, and economic situation of the Indians of Canada and to offer recommendations where it appeared benefits could be gained. Volume One consists of the findings concerned primarily with economic, political, and administrative matters. An exhaustive report.

1b,2b,3a,b,4,5,6,7,8

Hawthorn, H.B. A Survey of the Contemporary Indians of Canada. Indian Affairs Branch, Ottawa, Volume Two, October 1967. Available from Queen's Printer. $3.00.

The principle authors of Volume Two are M.A. Tremblay, F.G. Vallee and J. Ryan. This volume concerns itself with economic, political, educational needs and policies. Emphasis is placed on education and internal organization of the reserves. An exhaustive study has been done in relation to Indian education in Canada. Recommendations are outlined.

1a,8

Henry, Jules. Culture Against Man. Vintage Books, Random House, New York, 1963.

Jules Henry's book "culture Against Man" was started in 1956 and completed April of 1962. Time, research, and thought went into this interpretive value-laden analysis of the contemporary American culture. Henry examines and questions; describes and interprets the society in which we live. He examines the economic structure and values, national character, parent-child relations, teenage problems, the school, old age, emotional breakdown and war. Well worth reading.

Hinckley, Edward C. Indian Participation in Community Development Programs. 7 pages.

The author discusses the effect that differing cultures and behavior patterns within a community have on community development. He states that community leaders must understand these cultural differences in order to elicit participation and cooperation from both Indian and non-Indian residents. The author illustrates the points he makes by actual examples from the Phoenix Area Public Health Service.

3b,3e

Holm, Bill. Northwest Coast Indian Art. An analysis of form. University of Washington Press, Seattle and London, 1965. Price $8.10. U.B.C. Bookstore.

The author presents an analysis of the use of color, line and texture; the organization of space and form.

1a,3a(1,2,3,4)4,8

Hymes, Dell. Language in Culture and Society. A Reader in Linguistics and Anthropology. Harper and Row, Publishers New York, Evanston, and London, 1964.

This reference book is 689 pages, it is a ten-part book dealing with sixty-nine different topics and authors. Themes covered in the text are as follows: the evaluation of differences and similarities among languages, especially other languages in relation to our own; the significance of linguistic patterns for the basic outlook of a people; the relation between a people's vocabulary and their other interests; how the motives of play and art are manifested linguistically -- the ludic and aesthetic aspects of speech; the relations between varieties of speech and types of communities; how social factors enter into linguistic change; modes of classifying and interpreting resemblances among languages; and awareness of our own activity as one conditioned aspect of the place of language in culture.

2a,3b

Imperial Oil Limited. The Indians of Canada. Portfolio Number Five in the series prepared for Canadian history teaching. This series may be obtained by writing Imperial Oil of Canada Limited.

This portfolio provides materials that help to expand the limited understanding of the Indian peoples of Canada. The portfolio deals with the material provided from an anthropological point of view. It wascompiled with the able assistance of Diamond Jenness and H.B. Hawthorne as consultants. The many illustrations are done by C.W. Jefferys. This portfolio is recommended for all grades.

6,7

Indian Eskimo Association of Canada Bulletin, 277 Victoria Street, Toronto 200, Ontario 416. Annual membership $3.00.

This publication provides current material for those interested in Indian and Eskimo peoples, their point of view, and their solutions to some of the questions people are asking. The paper supplies points of view on government policy, education, and many other aspects affecting the lives of these people.

1a,2a,4,7

Indian Historian, The. American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California, 94117. This journal is published quarterly. Subscription rates are $5.00 a year, plus $1.00 for foreign orders. Back copies are available for $1.40.

An excellent publication dealing with all aspects of Indian life in the United States. It examines and discusses current issues, provides biographic material on Indian people, and revives early Indian traditions.

5, 6,

Indian Record. Published by the Oblate Fathers (OMI), 1301 Wellington, Crescent, Winnipeg 9, Manitoba. $2.00 per year (6 issues)

This periodical covers Indian issues and events across Canada. Topics dealt with concern education, politics, religion, and family life.

2c,3a,b,6,7

Indian Voice, The. Box 8544, Stn. "H", Vancouver 5, B.C. Subscription $2.00 per year or 20¢ per copy.

The Indian Voice is a monthly publication produced by the Indian Homemakers Association. The paper expresses the opinions of Indian people throughout Canada with a major emphasis placed on British Columbia. Current events, sports events, poetry and book selections are reported. An expressive and direct publication. Recommended.

3a (3);3b

Jenness, Diamond. The Cord Goddess and Other Tales from Indian Canada. National Museum of Canada, Reprinted 1966. May be obtained from Queen's Printer, 657 Granville Street, Vancouver, B.C. Price $2.50.

This publication deals with six major groups of Indian peoples and their legends. There are twenty-one tales that come from these six areas across Canada. The six major tribes are: Iroquois, Ojibwa, Sarcee, Sekani, Carrier and Coast Salish. There is also a section that deals with Eskimo people and their legends. In this section there are four stories. This book is written at about a grade five six level, but the content could be adapted for lower levels. These tales possess literary merit and help the reader to gain a conception of the Indian's outlook on the universe around him. The tales provide a base for many ideas that could follow curriculum adaptation.

1b,2b,3a,b,7

Jenness, Diamond. Indians of Canada. 5th Edition, National Museum of Canada, Bulletin 65, Anthropological Series No. 15, Queens Printer, Ottawa, 1960.

Jenness' book offers a complete overview of the Indian people in Canada. It is a book that could be used effectively in the high school or used as a resource book in the lower grades. It does not offer all that is now available in historical depth or specific areas. Other complimentary sources are listed in the bibliography.

4,7,8

Johnson, Broderick H. Navaho Education at Rough Rock. Rough Rock Demonstration School, D.I.N.E., Inc., Rough Rock, Arizona. 1968.

This is an account of one of the most progressive schools involving Indian children. This book gives a general introduction to the development and operation of the school at Rough Rock. The school board is made up of Indian people, the school is staffed by Indian and Anglo teachers, and other Navaho personnel. It is a first in Indian education. A unique experience in community development and local control in Indian Education; other books will be prepared in this series covering additional important aspects of the demonstration school.

2a

Josephy, Alvin M. Jr. The Indian Heritage of America. Bantam Books of Canada Ltd., 888 Dupont St., Toronto 4, Ontario. D4641, $1.65, 1969.

For the general reader and student. A history of the tribes and cultures of the Indians of North and South America from prehistoric times to the present day.

3,4,7

Journal of American Indian Education. College of Education Arizona State University. Published three times a year, January, May, and October by the Bureau of Educational Research and Services, Tempe, Arizona 85281. $3.50 a year.

This journal explains many of the current developments in the field of Indian Education in the United States. It provides guidelines that could be used and developed in Canada. The journal offers a list of books that are recent and readable containing some new information on the subject. This book provides recent research findings in this area of education, expresses opinions of many Indian peoples, and provides new developments and ideas in curriculum planning.

6,7

Kainai News, The. Box 432, Cardston, Alberta.

This paper is published and owned by the Blood Indians for Indians and non-Indians. Published monthly, it is the official newspaper of the Blood Tribe. Subscription rates are three dollars a year; three dollars fifty cents for people outside of Canada. This paper consists of news items and social events.

3a;(3);3b

Khahtsahlane, August Jack. Squamish Legends "The First People". Charles Chamberlain and Frank T. Coan, June 1966. $2.00

This book contains six legends as they are told by Chief August Jack Khahtsahlano and his brother, Domanic Charlie. These legends were tape recorded by the editor and are set down here as given. The book expresses the mood and feeling the first peoples had for their land. This would be a very good book for children of any grade level. It is nicely illustrated and provides for interesting reading.

1c;4;5

King, Richard A. The School at Mopass, a problem of Identity. $2.75 Case Studies in Education and Culture. Holt, Rinehart and Winston, 1967.

This publication calls attention to cultural processes that operate in some form in any closed and segregated educational situation, as well as to processes that are inherent in the relationship of minority groups to dominant majorities in the Canadian society. It has helped to call attention of a wider audience on the problems of ethnically distinctive minority groups. It is recommended reading as a balanced judgement of some of the factors leading to the current Canadian Indian While dilemma. The book has met with some criticism from the people involved in Indian Residential Schools. It is recommended that this and related material be read.

1a,4,7,8

Kneller, George F. Educational Anthropology, an Introduction. John Wiley and Sons, Inc., New York, London, Sydney, 1965.

Kneller applies the tools of anthropology to education itself. The book was written as the author felt that the diversity of education could be understood only in terms of conflicting cultures. Kneller has outlined eight chapters dealing specifically with education and culture. Chapter eight is of specific interest to practising teachers as it deals with "Curriculum and Teacher in Cultural Perspective". Recommended.

1c,3a,7

Krause, Aurel. The Tlingit Indians. American Ethnological Society, University of Washington Press, Seattle, 1956. (Translated from Die Tlinkit-Indianer).

This book is a translation by Gunther Erna of the book Die Tlinkit Indianer written by Aurel Krause in 1879. It provides an early look into the Northern area of the Northwest Coast. A book of interest. Available in the main library, E99, T6, K92.

4,8,11

Lanning, F.W. and Many, W.A. Basic Education for the Disadvantaged Adult: Theory and Practise. Houghton Mifflin Co., Boston, 1966.

This work will help the adult education student and the teacher of adults to understand not only society's concern with the poorly literate, but also the social problems of the learner, his feelings, and his intellectual processes. Highly recommended by Dr. J. Niemi of the Adult Education program at U.B.C.

1c,2c,6,7

LaViolette, F.E. The Struggle for Survival. Indian Cultures and the Protestant Ethic in British Columbia. University of Toronto Press, 1961.

This book studies cultural adjustments of coastal Indian of British Columbia to white society and the development of leadership among the Indians in response to the great changes they have experienced as result of the settlement of Canada. This book will be of considerable interest to the layman with a concern for history and current affairs, as well as to anthropologists, political theorists studying the origins and developments of institutions, and people engaged in administration in similar situations.

1b,2b,3a,b

Leechman, Douglas. Native Tribes of Canada. W.J. Gage Limited, Toronto, 1968.

The Native Tribes of Canada is well illustrated and clearly written. The book is suitable for grade 7, but could easily be used in the lower elementary grades as a source. Recommended.

1b,3b,7

Leechman, Douglas. Vanta Kutchin. National Museum of Canada, Queen's Printer, 657 Granville Street, price $1.30

This is an ethnographic study of the people living in Old Crow. The main objective of the author was archeological research and thus the culture study is by no means complete. This book does provide some insight into the life of a Northern village. It provides good background material and could be used as a source for a unit on the North.

3a,b,d,8

Lerner, ML. Red Man, White Man, African Chief, The Story of Skin Color. Minneapolis: Lerner Publications, 1960.

An explanation of skin color in living things, including plants, animals, and man. Well illustrated. Suitable for children in grades 3-6. Could be used in story time or science in all elementary grades. Excellent.

1b,2b,8

Lewis, Oscar. The Effects of White Contact Upon Blackfoot Culture with special reference to the Fur Trade. University of Washington Press, Seattle and London, second printing, 1966.

The purpose of this book is to present a developmental study of Blackfoot institutions and to show, to the extent the historical method permits, the changes which occured in Blackfoot economy, social organization, marriage, and welfare following their contact with western civilization. A recommended book for those interested in early Canadian history and the use of anthropological materials within the historical method. Available from the main library, E99, S54, L4.

10

Lidster, Echo L.R. Some Aspects of Eskimo and Indian Housing Programs.
Purpose: To study the effect of improved housing on family life and social-personal attidudes of the Indigenous peoples of Canada.
Enquiries: Head, Adult Education Services, Dept. of Indian Affairs and Northern Development, Ottawa, Ontario. Unpublished MA Thesis, 1968.

4,7,8,11

Lindeman, Edward C. The Meaning of Adult Education. Harvest House, Montreal, Canada, 1926(Special Edition, J.R. Kidd, Ed., 1961)
Statement of philosophy of adult education in the modern world. This book contains broad usages and applications of adult education for enrichment, specialization, and as an agent of transition in developing areas.

1a,2a,3b,7,8

Linton, Ralph. Acculturation in Seven American Indian Tribes. Peter Smith, Gloucester, Mass. 1963.
This series of studies on acculturation has been prepared in accordance with a single plan or outline useful for testing certain hypotheses. This book offers preliminary analyses and discussion of acculturation phenomena. Available from the main library, E98, C9L6.

3b

Martin, Thomas H.W. Then and Now in Frobisher Bay. W.J. Gage Ltd., 1969.
This depth study is for a grade 3-5 level. The depth study deals with all aspects of life in Frobisher Bay. The study asks four major questions: How and Why have the Eskimos of Frobisher Bay changed their ways of living? What have they gained? What have they lost? How do you know ---or do you? The depth study guides the student to the realization of some of the difficulties involved in answering these questions.
Material is provided to help arrive at some of the answers. The illustrations are very good. The text is easily read and understood. This study was completed with the help of J.J. Honigmann, a leading anthropologist, and edited by Neil Sutherland of the Faculty of Education at the University of British Columbia.

Martinez, Cecilia and Heathman, James. E. American Indian Education, A Selected Bibliography. Educational Resources Information Centre, Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces, New Mexico. 88001, August, 1969.
Included in this bibliography are some of the latest research findings and newest development in the Education of American Indian children. All documents represented have been abstracted for publication in Research in Education. The bibliography includes a subject index. Most documents cited are available from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland, 20014.

1a,7,8

Mead, Margaret. The Changing Culture of an Indian Tribe.
The author gives a picture of an Indian tribal community as she saw it during her visit, accompanied by suggestive comments and interpretations. She describes the family life and social setting of an American Indian tribe living on a reservation. One section is devoted to a detailed study of the Indian woman and her place in the changing culture.

6,7,8

Melling, John. Right to a Future: The Native People of Canada. Toronto, Anglican Church of Canada and the United Church of Canada, 1967.

"This book is written in the belief that Canadians should pause in the midst of their centennial pride and consider their fellow citizens of native background. It is hoped that they will use the pause for some study and discussion and that this book will be helpful for that purpose."

8

Miller, Walter B. The Concept of Authority. Abridged from a paper in "The American Anthropologist", April, 1955.

An essay on the differences in cultural concepts of authority. For example the "Central Algonkian conceives of authority as the resultant of ongoing interaction between individuals, the European tends to reify authority to picture it as a substance, generally a liquid-like substance, i.e. going through the channels." The essay develops the idea that different conceptions of authority lead to different organization and collective action.

6

Momaday, N. Scott. House Made of Dawn. publisher, 1969.

Winner of a Pulitzer prize for non-fiction. Description of the joys and dilemmas of being Indian in the so-called modern world.

2b,3b

Monture, E.B. Canadian Portraits. Toronto: Clarke, Irwin, and Co., Ltd.

Biographies of Joseph Brant, Crowfoot, and Oronhyatekha. The author, an Indian, has drawn in rich and colorful detail, the background of tradition and folklore that shaped the lives of these great men. This book is recommended for grades 8-12. It provides good background material.

1a,3a

Morriott, Alice and Carol Rachlin. American Indian Mythology. Thomas Y. Crowell Company, 201 Park Avenue S. New York 10003, 1968.

The Indian myths and legends presented in this book reveal much about the American Indian, his religion, tradition, history, ethnic humor, and sadness, the similarities and differences among tribes, the effects of the white man's coming. These are stories of creation, stories of nature, stories of death and afterlife. They represent qualities which are universal to the lore of the American Indian. An introduction to each selection explains its origin and its significance. It is one of the most comprehensive studies of Indian lore in America. Simple in thought, graceful in style and careful in theme. It will be enjoyed by adults and children alike.

6

Mortimore, George E. The Indian in Industry. Queen's Printer, Ottawa, 1965.

Available from Queen's Printer, 657 Granville Street, Vancouver.

This twenty-seven page booklet was commissioned by the Dept. of Indian Affairs to show some of the progress that is being made by Indian people in the field of industry. In content, it is orientated toward the employer in an attempt to correct many of the misconceptions held about employing Indian people. The section on "disadvantages" should be carefully considered. Many generalizations are made. This booklet is recommended as background material.

MacDonald, A.A. Community Resources and Dimensions of Alienation on Indian Reserves. MA Thesis, Dept. of Extension, St. Francis Xavier University, Antigonish, Nova Scotia, 1968.

Purpose: To identify the adequacy of human, natural, physical and institutional resources on Reserves and to relate the state of community resources to dimensions of alienation.

1b,c;2c,3b,7

McFeat, Tom (ed.) Indians of the North Pacific Coast: Studies in selected topics. McClelland, 1966.

A fascinating group of articles by eminent scholars on the society and culture of the Indians living between Yakutat Bay in southeastern Alaska and Juan de Fuca Strait.

3a,4

McKenzie, Keith S. The Indian in Education; The Conflict of Values Between Sub-Cultural Groups. Graduate Studies paper completed for the Faculty of Education, U.B.C. 1969. Available through this office on loan.

This paper outlines the previous history in the field of Indian education and like many articles shows how, through ignorance, many problems experienced today were generated through time. Mr. McKenzie offers a positive approach that must be taken to improve the educational opportunities of Indian children.

6,7

NARP Newsletter. Native Alliance for Red Power, Box 6152, Vancouver 8, B.C. $1.00 for six issues.

This publication expresses the opinion of young native people. It attempts to show the injustices and in their opinion the racist tendencies of the dominant society. It provides very good legal advice, current opinion and comment. Recommended.

2b,3a,b,6,7

The Native People, The Alberta Native Communications Society, Room B1, 100 Avenue Building, 100 Avenue and 104 Street, Edmonton, Alberta. $3.00

This monthly publication provides up-to-date information on all facets of Indian life in Alberta and Northern British Columbia. An excellent source providing an alternative point of view to the Indian Affairs papers.

4,8,11

Niemi, John K. and Anderson, Darrell. Adult Education and the Disadvantaged Adult. Syracuse, ERIC, April, 1969.

The concern of this study was to examine the role of education in altering the personal and social characteristics of disadvantaged adults. Data were collected through a review of the literature and have been limited mainly to research reports on remedial adult education programs. Findings showed that the disadvantaged, who were hampered by psychological disabilities have the lowest income, the largest families, the poorest education, the promise of a better future. Largely because of discrimination, the proverty subculture is compelled to evolve its own way of life and programs of change seem doomed if they adhere to established patterns of contact. These programs should cope with the fundamental program of overcoming the resistanceof the disadvantaged to education. Test instrument, an analysis of the programs and an extensive bibliography are included.

10

Nix, Elmer. Keys to Indian Education. Arizona State University, College of Education, Tempe, 1962, 51 pages. ED 017 349

The1962 Summer Indian Education Workshop at Arizona State University was planned to provide an opportunity for teachers, counselors, school administrators, and others to learn more about educating Indian youth. Each participant selected one of the following problem areas in Indian education for depth study: (1) teaching English as a second language, (2) guidance and the Indian child, (3) cultural problems in Indian education, and (4) administering the Indian education program. For each of these four areas, principles of Indian education were developed and summarized; and serve as the body of this document.

4,8

Noar, Gertrude. The Teacher and Integration. National Education Association, Washington, 1966. Available through the main library. LB 3062 N55

Possible practical solutions to problems which can arise in desegregated schools.

3,4,5,6,7,8

Northian: The Journal of the Society for Indian and Northern Education; University of Saskatchewan. Published four times a year. $5.00.

This journal is published in the hope of keeping graduates and teachers informed of current developments, not only in Education but in everything concerning the progress of Indians and of similar people around the world. This magazine does an excellent job of providing research and curriculum materials to the teacher.

4,8,11

Otto, Wayne and Ford, David. Teaching Adults to Read. Houghton Mifflin Co. Boston, 1967.

This is a guide book from which teachers may select a variety of materials, methods, and ideas. It contains (1) a description of some of the problems of adult illiterates, (2) basic principles of instruction in reading and (3) a well-organized and detailed outline of selected materials from which the instructor can select appropriate materials for histrainees. This book must serve as a basic reference for methods and materials that instructors of the functionally illiterate can ill afford to be without. Recommended.

8

Pelletier, Wilfred. Some Thoughts about Organization and Leadership. December, 1967. Available from the Faculty of Education, Room 2410.

Values and attitudes of both societies are described. Major differences and philosophies are brought forth. The point of view taken is that we must judge the underlying reasons for developing such values and attitudes. The alternative offered is to exchange with or adoption of some of the values and attitudes of our native population.

Many areas are not covered; religion, education, etc., but the major emphasis has been placed on the belief that the Indian society has much to offer and give to the Western society. In many areas, the Western society is in grave danger--the diversities of the hydrogen bomb, mental hospitals, prisons, lack of communication and alienation are only a few. In many respects this dominant society has lost the passion for humanity, lost a way to live and know life.

8

Pelletier, W. Traditional Concepts of Organization. A Mimeograph, available through the Faculty of Education, Room 2410.

The concept of organization as utilized by the Indian people in a pre-contact society is described. The breakdown of this organization is outlined. Results of the Indian act, institutional restrictions, and parliamentary system are outlined as the major forces bringing about this breakdown.

4,6,7,8

Poole, D.G. Integration: Which Way? (Conversations with North American Indians). A mimeograph, available through the Faculty of Education, Room 2410.

The positive and negative effects that could result with Integration are discussed. Mr. Poole questions the role and motives of the dominant society in integration. The questions asked are these: "What in our (Indian) terms of reference, not theirs lies at the end of the road to Integration?? Threat or promise?. Loss or gain?" "To what degree is it possible for an Indian lawyer, teacher, etc. to still be Indian?" "What is the price for membership in White Society? In cultural losses? In personal anxiety? In the loss of identity? Many questions are asked only some of the answers are forthcoming. Recommended.

10

Poston, William K. Jr. Ed. Teaching Indian Pupils in Public Schools. (Proceedings of a seminar, April 27 - May 2, 1967) Mesa Public Schools, Arizona, 1967, 69 p.

Proceedings are reported of a seminar held to aid teachers, administrators, and educational leaders in understanding and working with Indian children. Difficulties encountered by Indian pupils in social-academic adjustment are presented in addition to an historical background of the Indian community. The need for better community and parent-school relations, attendance problems, objectives in enrolling Indian pupils in public schools, and the need for Indian students to face success are discussed. A brief summary and a list of seminar participants concludes the document.

1a,2c,3a,b,7

Provincial Archives, British Columbia Heritage Series. SeriesOne, "Our Native people" Province of British Columbia, Dept. of Education, Division of Curriculum.

This series of publication contains ten volumes on the Native peoples of British Columbia. It was prepared as an attempt to provide material essential as background material. The series is recommended to be used with Wilson Duff's "The Impact of the White Man" The Indian History of B.C.

3

Queen's Printer, Canadiana. A Monthly publication, Ottawa, Ontario. $3.00

A monthly publication produced by the Queen's Printer. It lists books and documents published in and about Canada. Current books of interest to Canadians.

4,7,8

Ray, Charles K. Alaskan Native Secondary School Dropouts. University of Alaska, College Alaska, 1962, 412 pp.

This covers the concept of universal education related to value judgements, conflicting purposes of secondary education and Alaska's response to dropout rate and education for cultural minorities. Native values and motivation for education and the problems of the partially educated ... the dropout Native adult.

2a,3b,7

Reaman, G. Elmore. The Trail of the Iroquois Indians. Fredrick Muller Ltd. Fleet Street, London, E.C.4, 1967.

This book is available to anyone through the BCTF Resources Library. It is an attempt at the reconstruction of Canadian history and the role the Indian played. The author quotes Edward Hale Brush, "Savages as they have been called, savage they may have been in their assaults and wars upon each other, there is no act of theirs recorded in the history of the early settlements and of the New World of wrong or outrage, that was not provoked by assault, treachery, or deception -- breachesof the hospitality which they extended to strangers in a foreign land. This book provides material that will cast a greater shadow on the books used in the public schools. Perhaps the next history text will be written by Indian people.

10,11

Roessel, Robert A. Jr. Educating for the Adult Indian Community. Arizona State University, College of Education, Tempe, 1964, 338 p. ED 017 350

The two courses, Community Development in Indian Education and Education of the Indian Adult, were offered for the second time during the summer of 1963 at Arizona State University. This document is a result of the compilation of 32 papers prepared by the students from these two classes. These papers pertain to various successful community development programs on Indian reservations in the Southwest and to unique Indian adult education approaches. Bibliographical reference sections accompany some of the papers.

8

Rogers, Carl R. Personal Thoughts on Teaching and Learning. Presented as as a basis for discussion to the Harvard Conference on "Classroom Approaches to Influencing Human Behavior" University of Chicago, April 4, 1952.

An interesting article, forward thinking ideas about the educational system. Read and judge from your own point of view and experience.

1a,2b,4,7

Rohner, Ronald P. The People of Gilford, A Contemporary Kwakiutl Village. Queen's Printer, National Museum of Canada, Bulletin # 225 1967. 657 Granville Street, Vancouver, price $4.00.

A book providing an overview of life in an Indian village on the Northwest coast of British Columbia. It is very similar to Harry Wolcott's "Blackfish Village" but elaborates more on all areas concerned not just education.

3a,7,8

Salisbury, Lee H. "Communication and the Native Student". Speech Teacher, January, 1966, pp 13-25. A mimeograph copy is available from office 2410, Faculty of Education, UBC.

Dr. Salisbury is the head of the University of Alaska department of speech, drama, and radio. He is also the director of the University's College Orientation Program for Alaska Natives. The above article discusses many of the problems faced by the native student. Cross-cultural differences that compound an already perplexing problem are brought forth. This article describes some of the problems as seen by the University (1) Broaden background within the Western culture so that conceptual knowledge of the English language will improve, (2) Enable the student to realize that his thoughts and feelings are important and have real value when expressed clearly and effectively. The article also deals with some aspectsof how these goals can be achieved.

2a,6,7

Schusky, E. The Right to be Indian. Institute of Indian Studies, University of South Dakota, 1965. Available through the U.B.C. Bookstore, Price $1.35.

A clearly defined publication that discusses the major issues concerning Indian civil rights. This book traces some of the governmental policies toward Indian people. It provides good sourcematerial for consideration and study.

8

Segall, M.H., Campbell, D.T. and Herskovits, M.J. The Influence of Culture on Visual Perception. Bobbs-Merrill Co., Inc. New York 1966. Available from McClelland and Stewart Ltd., 25 Hollinger Road, Toronto 16, Ontario. $3.50

The question attacked in this research project is one concerning the role of culturally determined experience in visual perception. The cross-cultural approach undertaken by psychologists attracted participation from many anthropologists. Recommended.

Selby, Suzanne. The Musk-Ox. Institute of Northern Studies, University of Saskatchewan, Saskatoon, Saskatchewan, 1968.

An annotated bibliography providing material for teachers of Indian and Eskimo children. The bibliography provides material on education, teaching English as a second language, cultural anthropology, cultural change, and community development.

10

Sim, R. Alex. The Education of Indians in Ontario. Strathmere Associates North Gower, Ontario, 1968. MA Thesis.

This study was undertaken to report problems of Indian education in Ontario to the Hall Committee. It found that present policies on integration should be supplemented with such programs to help those who areunable to adjust to integrated schools. Funds should be made available to a foundation with majority Indian control to disburse such monies for scholarship etc. Colleges were also supported as an idea to further Indian education in Canada.

2b,3b

Sluman, N. Poundmaker. Toronto: Ryerson Press ($5.95).

Poundmaker, Chief of the Battleford area Crees refused to join Louis Riel and the Metis during the Northwest Rebellion of 1885. He and his band, nevertheless, were attacked by government troops at the battle of Cut Knife Hill. Although the Indians decisively defeated the government troops the issueswas not resolved. A true story of a proud man who could not be content with second-class citizenship either for himself or his people. This book is suitable for grades9-12.

3,8

Smith, O. and Ennis R.H. Language and Concepts in education. Rand McNally and Company, Chicago, 1961.

These essays represent an attempt to examine some of the more central and pervasive concepts in educational thought. These essays may be used effectively as source materials to help students to explore more fully certain fundamental concepts treated in courses in curriculum, methods of teaching, educational psychology and philosophy.

1b,4,7,8

Southwestern Journal of Anthropology, Vol. 21. Reciprocal Exploitation in an Indian White Community in Saskatchewan, 1965. Available from U.B.C. Library, pp 166-178.

Recurrent behavior, the practise by Indian and White of "victimizing" one another, of misrepresenting self and self-motivation in social and economic transactions. The insight into these performances will be offered in support of the hypothesis that these misrepresentations allow both Indian and White people to resolve value and role contradictions which might otherwise engender social conflict and personal disorganization. "How do Indian people adapt to circumstances of economic and social deprivation? This is one of the main topics discussed and material is provided in an attempt to answer it. This is a straight-forward account of life in Jasper, Saskatchewan from the point of view of the anthropologist.

3b,e

Speck, Chief Henry. Kwakiutl Art. Published by B.C. Indian Designs Ltd., 367 Water Street, Vancouver 3, B.C. Price $1.69.

Samples of Kwakiutl Art with a description of each sample. Some color some black and white reproductions. The author is one of the foremost Kwakiutl artists.

1c,2c,3b,6,7,8

Spradley, James P. (editor). Guests Never Leave Hungry. The Autobiography of JamesSewid, a Kwakiutl Indian. New Haven and London, Yale University Press, 1969. $10.00. Available from Duthie Books Ltd.

The story of James Sewid brings to life the experiences of one man caught in conflict as the traditional Kwakiutl culture gave way to the demands of an expanding Western society in British Columbia. James Sewid discusses his life in detail; a life that offers many insights of non-Western society undergoing rapid change. An excellent book.

6,7

Steiner, Stan. The New Indians. Dell International, 156 Front Street W., Toronto, Ontario. (Delta Books) $2.25, 1969.

The first full scale report of the American Indian "uprising" and the gathering "Red Power" movement, a revolt against the White man's culture and its debasement of the tribal way. Documents, charts, a tribal map and twenty-two photographs. 386 pages.

8

Stensland, Carol. Training Needs and Opportunities of Field Workers in Continuing Education in Rural Canada. Department of Citizenship and Immigration, Ottawa, Ontario, 1965.

It provides a most useful survey of training needs at a time when events are moving quickly. This report is of value basically because it helps clarify needs common to all extension groups striving to become more proficient in helping people help themselves.

8

Stoff, S. and Schwartzberg, H. The Human Encounter. Harper and Row, New York and London, 1969.

Two main goals are sought here: one, an awareness of those values that make for rich, warm, human living and learning; and, two, the development of the powers and the skills necessary to react positively and wholeheartedly to the management of the tasks of education. This book has been divided into eight areas. Each affects the other and carries implications for the other. All of the chapters are manageable in terms of a concept of man as uniquely individual and completely human.

1b,2b,3,7

Symington, F. The Canadian Indian. The Illustrated History of the Great Tribes of Canada. McClelland and Stewart Ltd., Toronto, Canada. Price $20.

This is a book on the Indian tribes of Canada. Contains 272 pages with 280 illustrations. It traces the history of the Indian in North America. The importance of the role the Indian people played is brought forth. Symington writes in a direct manner.

5

Thomas, Robert K. "The Role of the Church in Indian Adjustment". A mimeograph paper available through office #2410, Faculty of Education, U.B.C.

This paper was prepared to help the church evaluate the modern mission effort among American Indians. A paper that will stimulate good discussion.

4,5,6,7,8

Thompson, Hildegard. Education for Cross-Cultural Enrichment, Selected Articles from Indian Education. Bureau of Indian Affairs, Washington, D.C. 1964, 305 p. This document is available for $1.30 from Publications Service, Haskell Institute, Lawrence, Kansas 66044.

One-hundred-and-fifty-one articles, dating from 1952 to 1964, comprise this third volume of selected articles from "Indian Education", a semi-monthly field letter published by the Bureau of Indian Affairs. The articles cover a wide range of elements affecting Indian educational attainment, such as cultural factors in Indian education, educational philosophy for Indian schools program responsibility, research in Indian education, upgrading Indian educational designs for quality teaching, teaching English to Indian students, guidance for Indian students, summer programs for Indian students, adult education programs, inservice education programs, and goals for future Indian education programs.

4,7,8

Tiffany, Warren I. Old Ways for New. Selected material on Alaska Native Culture and Education. Bureau of Indian Affairs, Juneau, Alaska. July, 1966.

Outlines program of instruction, curriculum adaptation, and methods used in implementing the school program. This is a good source for people interested in Northern Education.

7,8

Toombs, Farrell C. The Indian in Canada; A Query on Independence. February 5, 1965, Ottawa, Canada. A mimeograph, available through the Faculty of Education,Room 2410.

Is the dominant society dependant upon the dependence of Indian people? Does this society in fact feel threatened by their recognition. The assigned role and resulting misconceptions of Indian people, their beliefs, abilities, and attitudes by white people are given as the cause of many of the problems facing Indian people today. Recommended.

8

Trubowitz, Julius. Changing the Racial Attitudes of Children. Burns and MacEachern Limited, 62 Railside Road, Don Mills Ontario, 1969.

The author describes the behavior of the program participants before, during, and after the special activity in which the children participated. After the completion of the program, there was a discussion of parental reaction to the program. Attitude changes were carefully measured. Factors that produced positive results were isolated and evaluated. The importance of the teacher's role and the attitude of school administrators in obtaining favorable results from interracial student contact is emphasized and general guidelines for conducting activity programs elsewhere are included.

4,7,8

University of British Columbia. Alumni Chronicle, Volume 23, No. 2, Summer 1969. Cecil Green Park, 6251 N.W. Marine Dr., Vancouver 8, B.C.

The six-page article in the Chronicle presents many of the problems that must be faced in the field of Indian education. Opinions of the Indian Affairs Branch, Faculty of Education, and Indian people are expressed. The recommendations outlined in the survey by Hawthorne are included.

7,8

U.S. Bureau of Indian Affairs, Dept. of the Interior. Answers to your Questions about American Indians. May 1968. Obtained from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price $.25.

This publication explains some of the misconceptions held by people and shows why these ideas are not true. It is a good source, illustrated and clearly written.

1a,3a,3b

U.S. Bureau of Indian Affairs. Famous Indians, a Collection of Short Biographies. Superintendent of Documents, a U.S. Government Printing Office, Washington, D.C. 20402. $.35.

This booklet contains twenty biographies on famous Indian people. All the people were leaders in the struggle to preserve their land and their way of life. These brief descriptions provide much insight into points of view expressed today. This booklet is recommended for all grade levels. It is hoped that this book will provide some ideas in the direction that can be taken in curriculum development.

4

Vallery, H.J. A History of Indian Education in Canada. Department of History M.A. Thesis, Queen's University, April 1942. Available through the U.B.C. Library LC 2629, V3.

This book relates the background of Indian education in Canada. It provides an historical approach and provides early points of view that affect some of the conditions in education today.

6,7

Warpath, The. United Native Americans Liberation News Service, International Indian Newspaper, Chulcui, Box 26149, San Francisco, California 94126.

This paper is published by the United Native Americans, a non-profit and non-partisan organization. The subscription rates are three dollars a year for persons of Indian descent and five dollars and up for other persons. Included are articles on Indian liberation, economic resources, real history, education, discrimination, Health, land claims and reviews of books and films.

4,7,8

Wax, M.L. Cultural Deprivation as an Educational Ideology. Journal of American Indian Education, January 1964. Available through the U.B.C. Library, L 11 J52.

In this article Wax shows how the ideology of cultural deprivation influences the attitudes and performances of Indian children. The study took place on the Pine Ridge Reservation. Bureau officials and educators are reported as viewing the Indian child as one with a "meager" experience. Wax shows that the ideology of cultural deprivations closely associated with the secularized version of the Protestant ethos. It was seen as serving the following functions: the responsibility for scholastic defeat was placed on the home and the Indian child, it justifies any activity within the school as being "educational" as the child is being furnished with "experience", finally it justifies the educators in their isolation from and ignorance of the Indian community.

1a,7,8

Wax, R.H. and Thomas, R.K. American Indians and White People. Puylon, The Atlanta University Review of Race and Culture. Fourth Quarter (winter) 1961. A mimeograph, available through the Faculty of Education, Room 2410.

This paper is an attempt to describe on of the more intimate aspects of what happens when Indian and White people meet in the course of their day-to-day activities and try to communicate with each other. A very good article. Reasons for the misunderstanings that often result are provided. Recommended.

10

Wax, RH. and Wax, M.L. Dropout of American Indians at the Secondary Level. Emory University, Atlanta, Georgia, 1964, 69p. ED 003 853

A case study of high school dropouts investigated the Oglala Sioux community. Data gathered from a previous study were combined with semi-structured interview and observation data. Information was gathered on social systems of the classrooms, schools, community, parents, teachers, and pupils. Relatively complete data was obtained for153 Sioux young people between the ages of 13 and 21. Included in these were 29 dropouts. The results indicated that personality, intelligence, and general attitude toward school of the dropouts did not differ from those who remained in school.

6,7

The Way of the Indian. Thirteen Documentary Programs broadcasted on C.B.C. Radio, C.B.C. Publications, Box 500, Toronto 1, Ontario. Price $1.25

This booklet contains an edited transcript of thirteen half-hour programs. It poses many questions and has suggested anwers about the "Indian question".

1c,2c,3a,b

Wherry, Joseph H. The Totem Pole Indians. Wifred Funk Inc., New York, 1964.

This book describes the type of toem poles: memorial, grave figures, mortuary poles, welcoming poles, house front poles and ridicule poles. Many examples of each type are illustrated and the symbols on them are interpreted. The history, social organiztion, craft culture, some principal traditions and legends of these people are explored. Recommended.

10,11

Wiggins, Betty. Adult Basic Education For British Columbia Indians. An Evaluation of Existing Programs. MA Thesis, U.B.C. 1969.

A background of Adult Basic Education programs organized for Indian people; a profile of students; degree to which the programs are meeting their needs through evaluation of participants. An evaluation of programs by persons who have taught them.

1,8

Williams, F.E. The Blending of Cultures. An Essay on the Aims of Native Education, Anthropology Report #16 1935.

This book centers on the discussion of Native education in Australia. Many points of view presented in this book are applicable today. An historical approach is gained from the reading of this booklet. In many respects mistakes and misconceptions that govern attitudes today are expressed in this article. The objectives seem to parallel many of the objectives set forth by early educators in Indian education in Canada.

8

Wilson, John et. al. Introduction to Moral Education. (Part 1, 2B) A Pelica n Original, Harmondswotth, U.K., Penguin Books, 1967.
Peters, Richard. Ethics and Education. London. Allen and Unwin, 1866. Ch.6,8.

These two references provide a conceptual background for dealing with one of the most difficult aspects of educational policy justification in a cross-cultural context; the consideration of interests and respect for persons.

8

Wilson, John et. al. Introduction to Moral Education. (Part 11,B) A Pelican Original, Harmondsworth, U.K. Penguin Books, 1967.
Ellul, Jacques. The Technological Society. A Vintage Book. New York, Random House,1964.

In discussions concerning cross-cultural education, much is usually made of the cultural patterns of the minority culturem while tacitly assuming that the majority culture is clearly understood. This is undoubtedly a serious error. These two sources give portrayals of modern technological society. Wilson's is a very brief sketch; Elluls is a massive, detailed account of what seems, to Ellul, to be a rather grim picture of the present and especially of the future. Ellul in particular could provide ample background to enable educators to know both sides of the cultural coin.

1c,2b,4,7

Wolcott, Harry F. A Kwakiutl Village and School. Case Studies in Education and Culture. Holt, Rinehart, and Winston. 1967. Price $2.75.

This is an ethnography of a contemporary North American Indiah village on a small island and its school. A small group of Kwakiutl Indians, whose grandparents shared the original culture of the Northwest Coast in its most spectacular form, are the subjects for this case study. The ethnographer here is the teacher, and it is his school that he is describing. The picture that emerges is at once tragic and hopeful. The frustrations issuing from miscommunications inherent in the cultural differences are numerous and intense. Much more intense are those failures that issue from cultural disintegration. The teacher and his school can only in part reverse the process of disintegration; nevertheless, the people see education as the way to improve the lot of their children. The most important influence to be drawn from this study is that schools, teachers, teaching methods, and curriculum must adapt to reality as presented by the social environment in which they exist and that they cannot be held responsible for altering the environment singlehandedly.

7,8

Your Health, Indian Health. Vol. LV, No. 7&8, British Columbia Tuberculosis Christmas Seal Society, Box 4009, Station D, Vancouver 9, B.C.

This issue is dedicated to British Columbia's native population living on reserves and the health facilities available to them through the Medical Services Branch, Dept. of Health and Welfare.

Note The Dept. of Health and Welfare is currently studying some alarming facts regarding health facilities available to Indian people.

8

Zintz, Miles V. Education Across Cultures. Kendall/Hunt Publishing Co. Dubuque, Iowa. 1963. 537 pp.

The author discusses many concerns present in the minds of educators today. The book is divided into four parts. Each section emphasizes many of the problems present in the teaching of culturally different children. Attention given to the "Background of the Middle-Class Teacher", Teaching English as a Second Language", "Adjusting Curriculum", and "Counseling the Indian Student". Other areas are also covered. Recommended.

10

Zintz, Miles V. The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico, Sections 1-2, University of New Mexico, College of Education, Albuquerque, 1960, 307p. ED 002 828

The purpose of this study was to find the best means for facilitating the adjustment of Indians and non-Indians in the public elementary schools taking into consideration differences in culture, value systems, language, motivation, and behavior. A basic statement of definition and explanation of cultural differences was prepared for teacher use based on an interdisciplinary approach to the problem (educational, sociological, anthropological, and psychological). Pilot schools where integration is occuring were selected as the experimental group for descriptive study. The teachers in these schools were assisted in relating the defined cultural differences to their classroom procedures. School situations were described in terms of teacher methodology, teacher-pupil behavior, parent participation and measures on the subjects, including sociometric studies, standard reading tests, and oral communication. The control group was drawn from the Indian and non-Indian classroom situations, Indian classrooms supervised by the Indian Service, and public school classrooms enrolling no Indian children. An extreme amount of educational retardation existed. Lack of teacher understanding of the cultures of the children they teach, reading retardation, difficulty understanding English, problems in science and the teaching of arithmetic were emphasized. Recommendations were made for further studies of cultural differences, bilingual problems, and remedial education.

4,8,11

Zintz, Miles V. Trainers of Teachers of Undereducated Adults. The College of Education, University of New Mexico, Albuquerque, New Mexico. 1965.

This includes a discussion of Adult Basic Education presentations of psychological problems of the undereducated; education across cultures; in social class conflict, and administering problems. Teaching beginning reading and writing is outlined. Several appendices include resource materials for teachers who are beginning teaching undereducated adults.

9

ENCOUNTER WITH SAUL ALINSKY PART 2, RAMA INDIAN RESERVE.

16mm black and white, 32 minutes 6 seconds.

The Indian people question many of the values inherent in the white man's culture, which are assumed by many community organizers to provide the Indian with a sufficient incentive to change his way of life. A very good film providing insight into the "people problem".

9

HAIDA CARVER. 35mm and 16mm color, 12 minutes 13 seconds.

Once the tall wooden totems stood like mute sentinels guarding the campsites of their creators in the giant forests of the Pacific. Today there are few totems left, and even fewer carvers, but some of the ancient lore of the Haida and the craftsmanship of the carvers is preserved in the argillite figures of a young artist of the little Indian village of Masset in the Queen Charlotte Islands. This film visits his workshop, and also Slatechuck Mountain from which he takes the slate to chisel figures representing ancestral legends of bears, ravens, eagles, frogs, and fish.

9

HIGH STEEL. 35mm and 16mm color, 13 minutes 59 seconds. NFB.

The real builders of the skyscrapers of New York, the men who work at dizzy heights to erect the towers of glass and steel. Most are Indians from the Caughnawaga Reserve in Quebec. This is a film about these men.

9

INDIAN DAYS. 16mm color or black and white, 12 minutes, 43 seconds.
Canadian Travel Film Library.
A film of the "Indian Days" and Kamloops rodeo.

9

INDIAN DIALOGUE. 16mm Black and White, 27 minutes 43 seconds.

Some people in the film are: Chief William Joseph, Mrs. Sam Lavallee, Wilfred Peltier, Walter Dieter, Harold Cardinal, Delia Opekokew, and Duke Redbird. These people and others argue what can be done to break the grip of economic poverty without suffering future spiritual deprivation. This film reveals the dual predicament common to both White and Indian peoples.

9

INDIAN MEMENTO, INDIANS OF CANADA PAVILION, EXPO '67.
16mm color, 18 minutes, 12 seconds. National Film Board,
Box6100 Montreal 3, Que.

A thought provoking visit to the Indians of Canada Pavilion at Expo '67. The view of the Indian way is enlightening but there is a feeling that lingers, what the Indians have lost was much more valuable than what he may have gained.

9

INDIAN RELOCATION: ELLIOT LAKE -- A REPORT. 16mm Black and White,
29 minutes, 55 seconds.

This film shows what happened when northern Indian families were moved into a town to be taught the white man's way of living and working. This took place before they tried their luck in the mainstream of Canadian urban life.

9

THE INDIAN SPEAKS. 35mm and 16mm color, 40 minutes, 20 seconds.

This film is about people, individual Indians in many parts of Canada who value the rich varied culture of their past, who wish to preserve what is left and restore what is gone. It is the consciousness of a tradition slipping away with nothing equally satisfying to take its place that this film discovers wherever it goes.

9

PADDLE TO THE SEA. 16mm color, 27 minutes, 57 seconds.
A children's Odyssey - the journey of a hand-carved toy canoeman from Canada's northern forest downstream to the sea. For all children, Paddle to the Sea is a fresh and delightful story.

9

THE PEOPLE AT DIPPER, 16mm color, 18 minutes, 22 seconds.
Dipper is in northern Saskatchewan; the people are the Chippewayan Indians. The film shows how they live. Focus for most of the film is on Moise MacIntyre, a young, able boy who could leave at any time but stays, showing why he is wise to stay. A film enjoyed by all who see it. A film that give insight into the reason for the reserves.

9

PIKANGIKUM. 16mm Black and White, 9 minutes, 23 seconds.
The impressions of a Toronto artist on the life in an Indian Community in Northern Ontario.

9

POW WOW AT DUCK LAKE. 16mm Black and White, 14 minutes, 30 seconds.
Is the reserve a sanctuary or a ghetto? Canadian Indians question their way of life and yours. It is a time when Indian people speak out. What they say is important to you and to them.

9

THE BALLAD OF CROWFOOT. 35mm and 16mm black and white, 10 minutes.
This graphic history of the Canadian West was created by a member of a film crew composed of Canadian Indians who wish to reflect the traditions, attitudes and problems of their people. Their training was co-sponsored by the Company of Young Canadians and the National Film Board.

9

THE LOONS NECKLACE., 16mm color, 12 minutes. Crawley Films Limited for Imperial Oil Limited.
In the LOONS NECKLACE, this Indian legend lives for you. The power of Kelora casts a spell from the screen, convincing you that here was magic as powerful as any you will ever know. As the tale unfolds, you feel for Kelora, a once-proud medicine man, feeble now from age and blindness. His past service forgotten, Kelora is shunned by the village. Only his guardian loon remains faithful. When the village starves, the loon shows Kelora how to save it. That is why Kelora, restored to sight and honor in the village offers the loon, his most cherished possession, a necklace of magic shells.

9

THE TRANSITION. 16mm Black and White, 17 minutes, 28 seconds.
This film portrays some of the problems that young Indian people meet when they leave the reserve. This film was prepared primarily for Indian audiences, and therefore, to receive full benefit of this film if showing to non-Indian audiences, it is advised that organizations approach Indian Affairs field office with a view of obtaining the assistance of placement or training specialists as discussion leaders.

9

THIS LAND. 16mm Black and White, 57 minutes. NFB.
An appreciative study of the Nishgas, the Indians of the Nass River region of Northern British Columbia, whose quiet, but steady campaign to repossess their ancestral land is now beginning to catch public attention.

9

TRAIL RIDE. 16mm color, 20 minutes, 11 seconds.
Adventure in the range country of southern Alberta. The film shows boys of two culture backgrounds mixing and learning from each other. It shows a western life that few people see. A main focal point of the film is an old chief relating a tale in his own language.